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ABSTRACT

The thirty-eight documents annotated here were selected through a multiple mechanical and manual literature search conducted to identify resources which have a specific relationship to the career development of employees in positions requiring less than baccalaureate degree qualifications. Several resources covering the general topic of career development have also been included because of their specific applicability to the topic. All the resources included were selected because of their usefulness in developing general theories of career development for this target population. The abstracts are divided into three categories: books and monographs; journals; and dissertations. A bibliography of seventeen other selected works (not annotated) is also included. (BM)

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Final Report

Project No. 498AH60261
Grant No. G007603722

ANNOTATED AND SELECTED BIBLIOGRAPHY

"Employer Sponsored Career Development Programs for Sub-Professional Employees"

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University of Northern Colorado

Greeley, Colorado

September 30, 1977

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
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PREFACE

The following literature review is part of a larger project funded by the U. S. Office of Education under Public Law 90-576, Part C, Section 131(a)--Research and Training--of the Vocational Education Act of 1963 as amended. The project entitled Adult Vocational Education Research and Development Project has four thrusts:

1. Conduct a series of literature searches related to adult education.

2. Complete a series of related studies entitled:

   a. Characteristics of Cooperative Agreements Between Postsecondary Institutions and Business, Industry, and Labor

   b. Job Development and Placement Services for Vocational Education Learners in Postsecondary Institutions

   c. Teaching Adult Vocational Education Learners

   d. Employer Sponsored Career Development Programs for Sub-Professional Employees.

3. Developing instructional modules for the improvement of content and delivery of university graduate-level introductory instruction in adult vocational education.

4. Conduct a Colorado Postsecondary Adult Cooperative Vocational Education Conference at UNC, January 25-28, 1977.

The literature review was conducted by Michael Victor Weerts, a Graduate Research Associate at the University of Northern Colorado. As part of its interest in and support of adult vocational education, Graduate Vocational Teacher Education at UNC continues to pursue and engage in research studies and development activities that contribute to the betterment of programs of lifelong education for adults.

We wish to commend the following individuals who comprised the Graduation Vocational Education Research Council for their unique and meaningful contribution. Their enthusiasm and team spirit made the entire year a most rewarding experience.

Research Associates:

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and

Dr. Lois W. Bennett

Project Co-Directors

INTRODUCTION

These abstracts are the products of multiple mechanical and manual literature search activities. Resources included computer searches utilizing Educational Research Information Center (ERIC), Abstracts of Research Materials in Vocational and Technical Education (ARM), Current Index to Journals in Education (CIJE), Research in Education (RIE), American Business Institute Information (ABI-Inform), and Xerox Dissertation Abstracts. Manual search resources included numerous indexes such as Business Periodicals and Education Index. Bibliographies provided within obtained literature were further explored as primary sources.

The selections to be annotated were chosen on the basis of their specific relationship to the career development of employees in positions requiring less than baccalaureate degree qualifications. Several resources covering the general topic of career development have also been included because of their specific applicability to the topic.

This collection is neither exhaustive nor intended to be evaluative. The enclosed are selected because of their usefulness in developing general theories of career development for this target population. The depth of this search made it obvious that limited definitive information or description has been published in this area.

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BOOKS AND MONOGRAPHS

Author:	Adelson, Marvin	Source:	ED 058403 VT 014288
Title:	MANPOWER ADJUSTMENT AND THE SYSTEM		PB 192451
Publisher:	System Development Corporation		
City, State:	Santa Monica, California		
Date:	May 1970 Pages Reviewed: 95		

This "think" paper defined Manpower adjustment to mean the continuously "improving patterns and qualities of career streams and decisions available to the individual worker." For such internal adjustment to be successful it relies on the effective interaction of fine subsystems: the individual, education/training, facilitation, and maintenance/innovation subsystems.

Author: Becker, Gary S.

Title: HUMAN CAPITAL: A THEORITICAL AND EMPIRICAL ANALYSIS WITH SPECIAL REFERENCE TO EDUCATION

Publisher: National Bureau of Economic Research

City, State: New York City, New York

Date: 1964 Pages Reviewed: 187

This investigation focuses on those activities which "influence future monetary and psychic income by increasing resources in people." The activities themselves include education, training, medical care, personal searches, etc. As the activities vary so in turn do the effects of the effort. The concern is with these investment and their future effects on income and/or psychic benefit.

This author goes beyond citation of evidence and results. He reports the variety of "economic phenomena" involved in human capital investment, effects of investment on earnings and employment, methods of estimating investment and change relationships, and a discussion of "age wealth profile" (effects of increased wage and age on savings and consumption).

Specific phenomena of human investment discussed are:

1. inverse relationship of increasing age and earnings, the rates of "retardation" are positively related to skill level.
2. unemployment rates are inversely related to levels of skill.
3. "abler workers invest more in education and training."
4. typical human investors are more "impetuous" and likely to err than tangible capital investors.

A particular concern is directed toward verifying the long-term value of skill development. Wages and receipts may diminish, or inversely increase during a training period and occasionally occur simultaneously (seldom). Training is intended to increase marginal production and decrease the ratio of wages to receipts, i.e. more profit! The rate of depreciation or human capital investment is markedly reduced in relationship to age of investment and rate of wage return.

Generally the rates of investment return have been measured by the gross earnings minus the cost of or plus the return on the investment. The time of cost and return may vary independently according to the market place activity of labor supply/demand and product demand levels.

Author: Bedell, Mary and Bowlby, Roger

Title: FORMAL OCCUPATIONAL TRAINING OF ADULT WORKERS: IT'S EXTENT NATURE, AND USE

Publisher: USDOL-Manpower/Automation Research Monograph #2

City, State: Washington, District of Columbia

Date: 1963 Pages Reviewed: 48

This monograph reports the results of a national survey of worker's preparation for jobs. Focus of this survey was directed to the vocational training of workers age 22-64 and who had completed less than three years of college. Using questionnaires distributed to a total random/representative number, sample of household, the following findings were reported:

1. 39% of American workers had taken formal vocational training.
2. 23.4% were using their training in a current job (60% of total trained).
3. 47% had had no training and half of these had not gone beyond elementary school.
4. 14% had completed 3 years of college and were working in their major field area.

Specific relationships identified were:

1. training is closely correlated with educational attainment.
2. younger workers were more apt to have had training than older workers.
3. white workers were more frequently trained than nonwhite.
4. the more education workers had, the more likely they were to take training in more than one occupation.

Author: Brecker, Charles

Source: ED 1009341
CE 004120

Title: CAREER PROGRESSION SYSTEMS FOR A MULTI-PLANT MANUFACTURING CORPORATION: FINAL REPORT

Publisher: Information Science, Inc.

City, State: Manhasset, New York

Date: August 1974 Pages Reviewed: 44

This Department of Labor Manpower Administration (DOLMA) funded project of 1974 designed and initiated implementation of an employee career progression system in a multi-plant corporation. Initially identifying mobility barriers, it was found that seniority, transfer difficulties, closed information networks and the filling of developmental positions (apprenticeships) through resources outside of plant operations all contribute to unequal access for employee career development. It was concluded that collective bargaining places little concern on employee development, adequate information resources are lacking and counseling programs should be initiated for employees and that employers are most concerned with techniques that affect productivity in a positive manner.

Author: Commission on Non-Traditional Study

Title: DIVERSITY BY DESIGN

Publisher: Jossey-Bass Publishers

City, State: San Francisco, California

Date: 1973 No. of Pages: 178

This commission was created in 1971 to assess the responses of higher education to change in society. Funded by the Carnegie Corporation and the Educational Foundation of America, this group of college, university, and national education leaders sought to determine the present status of non-traditional forms of education and to suggest recommendations for immediate implementation efforts and for activities requiring further research.

Those recommendations which have direct relationship to sub-professional employee education are presented as follows:

1. full educational opportunity should be realistically available and feasible for all who may benefit from it, whatever their condition of life. (p. 7, #1)
2. basic, continuing, and recurrent education should be strengthened and made more available than at present to adults of the United States. (p. 21, #2)
3. financial support (either scholarships or loans) should be provided to all postsecondary school students on which they may draw according to their educational needs, circumstances of life, and continuing or recurrent interests in improvement. (p. 24, #3)
4. many kinds of program options or diverse and flexible arrangements for study should be available to each student. (p. 28, #4)
5. academic recognition should be extended to those students who complete or continue training to meet the country's technical manpower needs. (p. 32, #6)
6. students of traditional college age should have available to them the same non-traditional opportunities as adult students, including the external degree. (p. 33. #7)
7. student guidance and counseling services, in specially created centers when necessary and appropriate, should provide expert advice relevant to both individual need and available resources. (p. 35, #8)

8. information regarding groups in our society now denied full access to education should be collected more systematically and continuously than at present and be widely distributed to policy-makers in both public and private sectors within and outside the academic scene so that they may take appropriate action. (p. 36, #9)
9. there should be continued experimentation with forms of non-traditional study which minimize the traditional rigidities of campus life: time (prescribed years of study); space (residence on campus); and systems of academic accounting (credits or honor points earned). (p. 49, #12)
10. increased collaboration among existing institutions should be encouraged, including that among public and private institutions. (p. 53, #15)
11. colleges and universities should put more emphasis on the avenues they open to learning for its own sake and less on the earning of degrees; adult education which is free of credit should be encouraged; and employers should be made to show clear and justifiable reasons for requiring diplomas or degrees as prerequisites to employment. (p. 59, #20)
12. admission of students to non-traditional programs should be based on new kinds of examining procedures or more flexible and interpretive application of criteria. (p. 68, #25)
13. new possibilities for campus residential arrangements which can provide an adjunct to learning, primarily for adult students, should be explored and tried. (p. 69, #26)
14. interruption of study on a planned basis should be accepted by educators and prospective employers as a potentially educational experience for students who elect it. (p. 70, #27)
15. studies should be undertaken to get definitive answers to such questions as: (a) cost-per-student for providing units of instruction by various non-traditional methods; (b) cost-per-student and cost-per-program of non-traditional programs compared with traditional; and (c) resolution of broad social issues related to financing non-traditional education. (p. 74, #29)
16. creative ways should be found for coordinating the work of alternative systems with the academic system of education. (p. 87, #34)
17. the techniques used by the Commission on the Accreditation of Service Experience (CASE) of the American Council on Education should be used in other alternate systems to establish credit and other equivalencies for courses offered by government, industry, and other sponsors. (p. 89, #35)
18. the resources of communities and regions should be assessed to create an inventory of existing educational activities conducted by various agencies (business, industry, labor unions, and social, cultural, and collegiate sponsors) and thus identify the total potential of programs, facilities, and faculty. (p. 90, #36)

19. accrediting agencies should re-examine their standards to see how they need to be changed to allow the diversity required by non-traditional study. (p. 119, #45)
20. new devices and techniques should be perfected to measure the outcomes of many types of non-traditional study and to asses the educative effect of work experience and community service. (p. 125, #47)
21. a national educational registry should be established to evaluate a student's total educational accomplishment as measured by course credits, examinations, or other means, keep a continuing file to which items could be added, and offer advice on ways to complete a degree program. (p. 135, #51)

Author: Furth, Dorotea

Title: "ISSUES IN SHORT CYCLE HIGHER EDUCATION"

Publisher: Higher Education; Elseries Scientific Publishing Company

City, State: Amsterdam, Holland

Date: 1973 Vol.: 2 No. of Pages: 95-102

The author describes problems and solutions to the question of increased demand upon facilities of Higher Education. The alternatives presented are thought to be particularly appropriate to the "common-market" countries of Western Europe. The suggestion is for increased utilization of terminal, short, multi-purpose education opportunities similar to American Junior Colleges but with much more diversity in breadth and depth of offerings.

Particular problems at issue are the questions of institutional competitions for students, accessibility to various institutional levels, and will university drop-outs seek these as "second-best" choices introducing the stigma attached, presently, to vocational schools. The suggested solution is one of compatibility. The ultimate outcome of integrated alternative learning systems is suggested to be dependent on "National policy as to how the onset of mass higher education is to be articulated into the social and economic system."

Author: Klausner, Samuel Z. and Others Source: ED 099524
CE 002605

Title: THE WORK PLACE REACHES OUT: A STUDY OF ORGANIZATIONAL IMPROPRIATION

Publisher: Center for Research on the Acts of Man

City, State: Philadelphia, Pennsylvania

Date: 1974 Pages Reviewed: 55

The author defines "impropriation" as the drawing into the workplace of activities normally maintained in other social institutions. These are services designed to help the employee and/or the community on the basis of the research. It is identified that business/labor arrangements which are paternalistic in nature and have strong community ties might explore the development of industry-related child care, and extended physical care services. These and other services are cooperatively initiated to facilitate work. They also promote multiple worker roles. Nineteen categories of employee services and thirteen categories of community services are identified. In addition to services analysis within one geographic area of the U.S., effort was also directed toward contrasting the influence of national culture upon such efforts as identified in the collectionism of Israel as compared to the paternalism of Japan. Economic analysis of these efforts showed the following results:

1. urban settings are more likely to provide services.
2. wage variables are not a major determinant of level of service.
3. manufacturing and non manufacturing firms provide distinctly different forms and levels of services.
4. expenditure for services and wage rates are inversely related (strongly).

Author: Taylor, Lynda King

Title: NOT FOR BREAD ALONE: AN OPPORTUNITY FOR JOB ENRICHMENT

Publisher: Business Books Limited

City, State: London, England

Date: 1972 No. of Pages: 137

Concerned about the predominance of academic treatises describing the bored worker and ameliorative responses, the author describes case study situations and effective responses in very public, comprehensible language. Citing five companys' efforts to decrease symptoms of worker apathy and mismanagement the author describes principles basic to appreciation of work and workers.

Initial to solving problems of labor turnover, absenteeism, inferior product quality, etc., is recognition of the problem of identifying motivating factors. Referring to Maslow and Herzberg, it is emphasized that production gain and attitude change are effected decreasingly by physical responses to worker demand's. The search for bigger "carrots" by management is doomed to failure. Emphasis must be directed to the human being's needs for growth and responsibility and not just the breadth of purse. Sustained psychological growth occurs when management by objectives strategies are directed to the following goals:

1. work content to be demanding in ways other then endurance and to provide variety.
2. worker knowledge of job and his performance quality.
3. continued learning.
4. worker decision making discretion.
5. worker social support and organizational recognition.
6. worker understanding of relationship among his objectives, his company's objectives and the community objectives.
7. worker feeling that a job is part of a desirable future, but not focused on promotion as the ultimate.

Author: None Given

Source: ED 205035
EA 001852

Title: PERSONNEL ADMINISTRATION IN STATE EDUCATION AGENCIES IN THE YEARS AHEAD: A GUIDE FOR SELF-EVALUATION AND IMPROVEMENT OF PERSONNEL ADMINISTRATION IN THE STATE EDUCATIONAL AGENCY

Publisher: California State Department of Education

City, State: Sacramento, California

Date: 1968 Pages Reviewed: 164

In reviewing 18 State personnel policies and practices it was found that none had identifiable employee development programs. Training, occurring in the form of conferences or skill training, was found to exist but of a limited nature due to a lack of support by agency administrators. Elicited suggestions for improvement of training availability focused on the following actions:

1. obtain a professional personnel position to be responsible for the establishment of a training program.
2. obtain adequate funds for development and training activities.
3. make known to administrators the need for and benefits to be derived from training.

Author: None Given

Source: ED 070816
AR 007118
VT 016295

Title: PLAN FOR PROGRESS THROUGH THE 70's. VOCATIONAL AND TECHNICAL EDUCATION

Publisher: Oklahoma State Deptartment of Vocational and Technical Education

City, State: Stillwater, Oklahoma

Date: June 1, 1972 Pages Reviewed: 37

Focusing on the following topics, Oklahoma identified concerns and recommendations for state directors through 1980: occupational programs, guidance and counseling, job placement, unemployment problems, disadvantaged students, professional personnel development, and research and development. This paper is a general policies statement to be used as a guide for activities and programs' policy recommendations include:

1. establishment of multiple skill related advisory committees.
2. discontinue low demand occupational training areas.
3. use of performance objectives in curriculum development.
4. expand postsecondary and adult program offerings.
5. skill training be available for all who desire it.
6. provision of post-completion follow through services to student.
7. counseling should become student service centered activities. (it is noted that non-college bound high school students receive little or no job counseling).
8. specific persons should have responsibility for job placement of students in training related positions.
9. maximum program flexibility should be encouraged for the "unemployable" youth and adults.
10. drop-out prevention should receive more attention than remediation.
11. teacher upgrading should include identifying expected results with accompanying accountability.

Author: None Given

Source: ED 109388
CE 004221

Title: TRAINING AND DEVELOPMENT ABSTRACTS

Publisher: International Labor Office, Training and Development Publications

City, State: Geneva, Switzerland

Date: 1975 Vol.: 13 Pages Reviewed: 75

18 documents were abstracted in the areas of education, guidance, and training. Originally published in Belgium, England, Italy, Luxenbourg, Poland, West Germany, and the U.S., these abstracts are presented in order to "highlight development, research and innovation around the world." As a part of a collection, each article was chosen to reflect the country of origin and not a foreigners' observations. More important than the individual articles of this volume is the breadth of information provided. Quite useful in developing a perspective relating to particular education, guidance, and training questions or concerns.

JOURNALS

Author: Ackerman, Leonard Source: University of Colorado

Title: CAREER DEVELOPMENT: PREPARING ROUND PEGS FOR SQUARE HOLES

Publisher: Training and Development Journal

City, State: Madison, Wisconsin

Date: 1976 Vol.: 30 No.: 2 No. of Pages: 12-14

Focusing on management career development, the author negates the importance of prevalent practices of job-specific to more general "broadening" activities in career development programs. The contention is that "broadening comes too late and that the molding in these programs, either implicit or explicit, has preordained their failure." Substituted for the inverted pyramid progression would be two types of activities:

1. job specific for present or next job (as promotion would be strictly based upon performance.)
2. general broadening of an individuals background and understanding.

It is emphasized that too little of tomorrows demands is known to focus on specific skill training. More importantly, is the task of developing "the capacities of broad outlook, flexibility, tolerance for ambiguity, ability to analyze and synthesize, and to be able to make decisions under conditions of risk and uncertainty." Concern is directed toward the present processes of "programming people for a reality that will not be there" tomorrow. Experiences in gaining knowledge, understanding, and appreciation for alternatives should be the intent of career development programs.

Author: Antil, Frederick H.

Title: MEETING THE TRAINING CHALLENGE

Publisher: Personnel Journal

City, State: Santa Monica, California

Date: 1975 Vol.: 54 No.: 10 Pages Reviewed: 536,37,46

Education and training occurs more outside of the formal institutions than is generally recognized. In 1976, 67 million people were participants in institutional education, while 82 million people were in organized, non-degree programs. These deliverers of non-institutional programs have historically failed to use principles of learning theory because of cost factors associated with needs analysis, research and materials development. But, today as more people are being trained outside of the formal educational system than inside justification for learning theory utilization can be easily applied. Two major reasons were cited for use of learning theory disciplines:

1. training demand is rapidly increasing in industry and business.
2. failure to apply learning theory principles increases the risk of "jeopardizing the success of an effort which its recipients deem essential."

The author contends that use of learning theory has benefits much greater than can be imagined and cites several case experiences as evidence.

Author: Beirstiner, Irving

Title: CURRENT PERSONNEL PRACTICES IN DEPARTMENT STORES

Publisher: Journal of Retailing

City, State: New York City, New York

Date: 1976 Vol.: 51 No.: 4 No. of Pages: 3-14,86

The author reports findings from research using a questionnaire sent to personnel directors of department stores in New York and California. A response of N=58 is analyzed in frequency distributions and percentages of respondents format. No population, means, or cross group characteristic analysis is offered. His findings suggest that department store personnel management is "mundane," "deplorably lacking in imagination or enthusiasm," and "pedestrian." Specific findings include:

1. "a simplistic approach to recruiting entry-level sales personnel," relying on walk-ins and write-ins almost exclusively.
2. "careless assignation of selection criteria."
3. "inadequate interviewing."
4. "little use of standardized tests."
5. "over-emphasis on 'on the job training'."
6. "little use of incentive pay."

This study was to only examine existing practices with an intentioned purpose of identifying weaknesses. His final question is one of considering managements use of this information: "Will the additional efforts required to correct these weaknesses be worthwhile: will they pay off?"

Author: Brewer, Jack, et. al.

Source: EJ 113842
CE 502764

Title: A NEW DIMENSION IN EMPLOYEE DEVELOPMENT: A SYSTEM FOR CAREER PLANNING AND GUIDANCE

Publisher: The Personnel Journal, Inc.

City, State: Santa Monica, California

Date: 1975 Vol.: 54 No.: 4 Pages Reviewed: 228-231

Recognizing that employees and management can benefit from a sound career counseling program in the work place, the author briefly describes the components of their company initiated and implemented program. The intent of this program was to assist the employee in evaluating himself and the realism of his career action and plans. Career decision pressures are identified in three areas:

1. personal problems directly related to the career.
2. personal problems not directly related to the career.
3. institutional problems as perceived by the employee.

To maintain a career guidance/counseling program voluntary and cooperative support is required of management, employee and an objective career development component. The major elements of the program would include:

1. orientation to employee development.
2. career planning and guidance workshops.
3. assessment techniques.
4. counseling capability.
5. a self-guided career planning manual.

Author: Copa, George H.

Source: EJ00094072
CE 500595

Title: RESEARCH RAISES EIGHT ISSUES

Publisher: American Vocational Journal

City, State: Washington, District of Columbia

Date: February 1974 Vol.: 49 No.: 2 Pages Reviewed: 29-42

A brief description/reaction by a vocational educator to issues raised by public manpower program researchers; i.e. non-vocational educators. The eight "issues" include:

1. definition of "work".
2. work redesign.
3. job creation.
4. critics of Vocational Education by Work In America and A Decade of Manpower Development and Training.
5. functioning local labor market information services.
6. MDTA vocational education competition.
7. distinction between vocational education and career education.
8. over promising of results by public programs.

The author rebuts the issues/challenges of non-vocational educators and warns of such reports by people who can affect national policy.

Author: Dittrich, J. E.

Title: MANPOWER DEVELOPMENT

Publisher: Management Accounting

City, State: New York City, New York

Date: 1975 Vol.: 57 No.: 4 No. of Pages: 29-32

The author describes a model for an integrated manpower resources system. This dynamic process model includes five sections:

1. a current inventory of knowledges or skills of personnel.
2. gains brought about by recruitment.
3. changes due to development and training.
4. losses due to terminations.
5. estimates of required future skills inventory.

Centered on utilization of written individual employee career development plans, estimations of required staff training activities, probable promotions and terminations, and estimated new staff requirement reports are generated. This process allows for substantial individual employee participation in planning and assessing training activities as well as providing management with information describing potential trouble spots in position maintenance and individual employee growth.

Author: Figler, Howard E.

Source: EJO 58828
CG 504531

Title: BASIC JOB SATISFACTION AND THE NEED FOR LIFE COUNSELING

Publisher: The Personnel Journal, Inc.

City, State: Santa Monica, California

Date: February-March 1972 Vol.: 32 No.: 3
Pages Reviewed: 32-36

The author emphasizes the need to stop "job" counseling college graduates and begin "life" counseling efforts. He describes the present condition of work in the job no longer providing the survival needs of the individual. It is important to counsel the individual in terms of his total life rather than the single aspects of jobs and the specific tasks.

Author: Frantzreb, Richard B. Source: University of Colorado

Title: STAFF PLANNING AND DEVELOPMENT: IMPROVING SKILLS FOR MOTIVATING

Publisher: Magazine of Bank Administration

City, State: Park Ridge, Illinois

Date: 1975 Vol.: 51 No.: 12 No. of Pages: 25-27

The author emphasizes the importance of self-motivation within subordinates. To enhance this self-motivation he describes a variety of techniques which help make the job inherently more rewarding and satisfying. He particularly emphasizes managers caring about the career prospects of their subordinates. The importance of the supervisors role in long-term career development is emphasized because they:

1. encourage career planning by making their help available.
2. have access to information about development opportunities and progression paths.
3. are in a position to make some of the career development activities happen.

It is suggested that the supervisor primarily affects employee motivation by showing that "working more effectively is inherently satisfying and is an outlet for a broad range of the employees talent."

Author: Hartman, Richard J. and Gibson, John J

Source: EJ 039181 AC 501360

Title: THE PERSISTENT PROBLEM OF EMPLOYEE ABSENTEEISM

Publisher: The Personnel Journal, Inc.

City, State: Swarthmore, Pennsylvania

Date: July 1971 Vol.: 50 No.: 7 Pages Reviewed: 535-536

Absenteeism costs money and time in the form of products and quality control. The author suggests that in addition to "selecting out" the absence prone it is also advisable to approach the problem with positive techniques. Cited research states that employees with positive supervisor relationships, varieties of tasks, healthy physical condition, good physical working conditions are least prone to be repeat absentees; they are not part of the "10% who account for 45% of all absences". It is suggested that most progress for responding to absenteeism has been reactionary and short term. Suggested changes focus on a designed approach to reducing and controlling absenteeism. Such a program would include attention to the following:

1. defining absenteeism.
2. developing measurement criteria.
3. review of applicant screening procedures.
4. initiation of consistent, personnel employee orientation programs.
5. supervisory training.
6. cooperative labor-management relationships.
7. job design review and enrichment.
8. strategy for developing group cohesiveness.
9. review of injury/accident policies.

Absenteeism is ever present, and not related to the unemployment rate. It must be dealt with before it is a "big" problem.

Author: Karman, Abraham and Tanofsky, Robert

Source: EJ 110476 CE 502296

Title: ORGANIZATIONAL COUNSELING: A RESEARCH-BASED APPROACH

Publisher: Personnel Journal, Inc.

City, State: Santa Monica, California

Date: 1975 Vol.: 54 No.: 1 Pages Reviewed: 25-6,49,68

Acknowledging the rapid growth of organizationally sponsored personnel development programs, the authors suggest that psychological research can provide considerable value to employer efforts of designing and conducting such programs. Concern is directed toward developing congruence between the job and the employee. Recommending the following be developed:

1. psychological profiles of each job.
2. small group vocational exploration activities.
3. modeling demonstrations through tapes or films.
4. recognition that total congruence is not possible, the author describes "self-assessment/appraisal" on a continuing basis as the core of continued vertical movement and development of congruence between self and the job.

Author: Keener, Donald F. Source: Denver University

Title: UNQUALIFIED CAN BE TRAINED ON THE JOB

Publisher: Industry Week

City, State: Cleveland, Ohio

Date: 1971 Vol.: 171 No.: 1 No. of Pages: 39-43

The author describes the company practices which are prerequisite to successful On The Job Training (OJT) projects in technical firms. The suggestions are from the practical experience of the Kaiser Engineers, Division of Kaiser Industries Corporation. The underlying assertion of his text is that predominantly technical departments or companies can utilize the unqualified person as a valuable contribution to its workforce if it answers certain questions and promotes specific practices in its OJT operations. Initially, the following questions must be answered:

1. what technical jobs can unskilled people be trained to do?
2. how should an OJT program be organized?
3. what will it cost?
4. how will it benefit the company?

Answering these questions provides the basis for implementation.

The jobs selected should be those which normally are difficult to fill from the available workforce. This avoids the trap of training for already filled positions. Successful planning and organizing of programs depends upon two key factors:

1. trainees time must be used with maximum efficiency.
2. demands on supervisor's time must be minimized.

Each trainee position should have definite goals and objectives to be reached in certain lengths of time. This helps to assure effective use of trainee time.

Program success depends upon supervisors and their skills and understandings. Specifically, a supervisor must:

1. fully understand what is expected of him.
2. thoroughly understand the companys' objectives in minority employment and specific purposes of the training program.

3. ability to recognize and deal with situations not previously encountered.

Costs of such programs depend upon several factors as complexity of job skill being taught, government support funds available, and how effectively the program has been organized.

Author: Klus, John P. and Jones, Judy A.

Title: CONTINUING EDUCATION--WHO BENEFITS

Publisher: Consulting Engineer

City, State: Barrington, Illinois

Date: 1975 Vol.: 45 No.: 4 No. of Pages: 56-58

This article presents the finding of the Department of Labor survey on the value of continuing engineering studies. The essential question is one of identifying the perceived and real values to engineers which can be attributed to continuing education offerings and rates of utilization. Specific conclusions presented are prefaced by an United Nations Educational, Scientific and Cultural Organization (UNESCO) statement that--the value of continuing engineering studies is established when:

1. employers and employees are convinced of its value in order to make the necessary investment in time and money.
2. professional organizations must be aware of its value if it is to be required for certification or membership.
3. a country must realize some return on investment if it legislates a tax on employer payrolls, as France did, for financing continuing education.

Specific survey results were as follows:

Continuing Education

1. has a direct relationship to salaries and the degree of job satisfaction with present positions.
2. is directly related to degree of individual emphasis on establishing professional relationships with other engineers for the informal exchange of information.
3. participation has a direct relationship to salary whether or not their companies promoted such concepts.

Author: Kunze, Karl R. Source: EJ 090831
CG 506604

Title: BUSINESS AND INDUSTRY LOOK OUT FOR THEIR OWN

Publisher: America Personnel and Guidance Journal

City, State: Washington, District of Columbia

Date: November 1973 Vol.: 52 No.: 3 Pages Reviewed: 145-149

The author describes the hesitancies of private industry to enter into unrequired internal manpower development programs. New programs have generally been the result of obvious need such as labor shortage, high absenteeism, poor product quality, etc. Formal counseling programs are not common in business and industry. Services provided are generally specific and immediate in nature with little concern or expertise directed toward career planning.

Trends towards hiring professional counselors seem doubtful. Efforts will be directed toward providing supervising personnel with techniques of helping their employees. Industry will take care of its own!

Author: Miller, James E.

Title: ELIMINATE YOUR OBSOLESCENCE

Publisher: Journal of Systems Management, Association for System Management

City, State: Cleveland, Ohio

Date: 1976 Vol.: 27 No.: 11 No. of Pages: 34-36

This writer expresses the responsibility of the individual employee in eliminating individual obsolescence. It is not the company's responsibility alone to provide training and educational opportunities and alternatives. Suggestions for self-initiated activities included:

1. design of developmental program so that it will be self-documenting.
2. plan short-term, specific training, and long-range conceptual education.
3. be willing to modify plans as need arises.
4. become an active member of career-related organizations.
5. technical and general books--read, read, read.
6. declare war on potential self-obsolescence by planning development that offers a future.

Author: Morano, Richard A.

Title: A NEW CONCEPT IN PERSONNEL DEVELOPMENT AND EMPLOYEE RELATIONS

Publisher: Personnel Journal Inc.

City, State: Santa Monica, California

Date: August 1974 Vol.: 53 No.: 8 Pages Reviewed: 606-11

In emphasizing that personnel development is more, "much more" than a training function the author describes manpower development as the uniting of selection, assessment, guidance, training, continuing education, skill inventories, career ladders, transfers, and placement. He suggests that occupational value profiles be developed in the same format as Occupational Aptitude Profiles (OAP) of the General Aptitude Test Battery (GATB). Several value scales are suggested as well as using the trained interviewer with structured guidelines to determine employee occupational value profiles. Essentially, the Parson's man-job match continues with new emphasis on the requisite values of each in addition to abilities.

Author: Morris, Thomas L.

Title: EFFECTIVE EMPLOYEE DEVELOPMENT IN HOSPITALS

Publisher: Training and Development Journal

City, State: Madison, Wisconsin

Date: 1974 Vol.: 28 No.: 8 No. of Pages: 26-31

Employee development programs are a strong motivating force when they emphasize basic job satisfaction as a key factor in personal success and satisfaction. Operational policy must support the "humanization of organizations as opposed to organizing the humans." Support for employee development is engendered through several policies and practices which affect total organizational development and operation. Foremost in support of employee upward mobility is specified "promotional opportunities policies." Purpose of this policy is to fill new and/or vacant positions from within and to stimulate employee interest in applying for advancement to more responsible positions. A specific practice which has shown remarkable results is that of permitting and encouraging the employee to seek available supportive services such as counseling and/or the making of inquiries and/or formal application for posted positions without prior notification to present supervisors. Further policy implementation practices have included a variety of financial support programs for continued education, guaranteed promotions before entering selective training programs, internal and external training program funding, tutorial assistance, management training and evaluation. The established department of employee development also provides consultation to supervisors in relation to employee related problems, upward mobility, and training needs.

Such a program is possible only when top management provides a climate cognizant of the fact that employees are the integral part of the organization and that mutual communicative exchange must be encouraged.

Author: O'Toole, James

Title: ON-THE-JOB LEARNING

Publisher: Work Life

City, State: Washington, District of Columbia (Department of Labor)

Date: 1976 No.: 1 Vol.: 1 Pages: 2-6

Citing a number of regional and company practices the premise is established that large percentages of the adult population have an intrinsic desire for formal and informal training. Their significant preference for on-the-job learning is because of threatening competitiveness and vague abstractness of the formal classroom. Further evidence for decreased formal education in work specifics is shown in decreased demand for college graduates while supply continually rises. The average education required for all jobs in 1940 was 10 years and had only risen to 10.5 in 1970.

In planning for labor demand it is suggested that traditional manpower forecasting be given up because of too many unpredictable variables.

Traditional Vocational Education has no place in dynamic labor markets where workers change careers and jobs quite often (3-4 careers, 10-12 jobs in worklife). Training should become the workplace responsibility allowing schools to return to their primary function of education.

Present employer practices do not lead to full human resource development because of:

1. uneven distribution of training opportunities.
2. lack of quality programming.
3. narrow training on specific tasks.
4. untransferability of learned skills.
5. lack of employer knowledge about education or individual motivation differences.

Change in practice will occur with increased appreciation of human potential as an asset for increased growth, innovation, and productivity.

Author: Walker, James W.

Title: HUMAN RESOURCE PLANNING: MANAGERIAL PLANS AND PRACTICE

Publisher: Business Horizons, Graduate School of Business, Indiana State University

City, State: Bloomington, Indiana

Date: June 1976 Vol.: 19 No.: 3 No. of Pages: 55-59

Due to increased government interaction through equal employment opportunity and affirmative action programs, management interest in human resources has increased. The actions of managers have emphasis on "back to the basics" approaches; models and theories didn't work in the "pragmatic business world." To develop and retain quality personnel, new practices are being adopted in recruitment, selection, placement, career development, and training are being undertaken. In analyzing personnel efforts, particular attention was directed towards answering these questions:

1. are the right numbers and kinds of people doing the things we need to have done?
2. are we properly utilizing our people?
3. do we have the people we need to satisfy our future needs?

Author: Watson, Charles E. and Grzybowski, Alexis L.

Title: WHAT YOUR COMPANY SHOULD KNOW ABOUT TUITION AID PLANS

Publisher: Business Horizons

City, State: Bloomington, Indiana

Date: 1975 Vol.: 19 No.: 5 No. of Pages: 75-80

In a question/answer format, the authors report the results of a 30% response rate of 900 firms to a questionnaire regarding their practices in tuition aid plans for employees. Particular indices of value of such plans were indicated by:

1. 92% of respondents believing the company benefited from such plans.
2. 54% noted that participants usually advance faster than non-participants.
3. 95% report majority of participants are between the ages of twenty and thirty-nine.
4. plans are administered by personnel department generally and may vary among company sub-divisions.
5. 34% require courses to be job related, 38% require that courses be at least degree directed, and 28% require both work related and applicable to a degree.
6. 90% require prior approval by both supervisor and personnel departments.

Author: Weiss, Marvin

Title: HUMAN RESOURCE ACCOUNTING

Publisher: Management Accounting

City, State: New York City, New York (National Association of Accountants)

Year: 1976 Vol.: 57 No.: 9 No. of Pages: 45-46

The author discounts the economic theory model of assessing employee worth based upon replacement cost and argues for continuously updating human resource accounting procedures. His rationale is that:

1. employee development is an investment type procedure rather than a current expense.
2. such an approach focuses on the total picture of personnel selection and development.

Such report procedures can improve internal, managerial decision making. The emphasis is on "a decision to capitalize rather than expense certain costs of training and development, so as to more properly match reserves with expenses when the trainee becomes productive."

DISSERTATIONS

Author: Andrew, Melvin Jones

Title: A SURVEY OF INDUSTRIAL ENTERPRISES IN MISSISSIPPI TO ASCERTAIN THE DESIRABILITY OF OFFERING FUNDAMENTAL TRAINING COURSES THROUGH THE MEDIA OF TELEVISION TO UPGRADE EMPLOYEES

Publisher: University of Mississippi, Unpublished Dissertation

City, State: University of Mississippi

Date: 1969 Pages Reviewed: 106

Concerned with the problem of a state faced with an exhausted trained labor supply the author undertook research to determine:

1. interest of present labor supply in utilizing T.V. as a media for skill upgrading.
2. personal characteristics of those identified as interested.
3. specific training needs.
4. scheduling problems.
5. whether courses beyond fundamental levels were needed.

Using a questionnaire approach the author offered the following conclusions:

1. labor force is "receptive" to the use of television as a training media.
2. training needs in foremanship and supervision were identified as most evident and that these were continuing needs.
3. time and location preferences were insignificantly varied between home and worksite.
4. employees with school attendance of 7-9 or 13-14 were most favorable along with supervisors of 15 years in wage range of $4,000 - 4,999.

Author: Curtis, Robert Kent

Title: THE USAGE OF CONTINUING EDUCATION UNITS IN SELECTED BUSINESS ORGANIZATIONS FOR DETERMINING EMPLOYEE RECOGNITION

Publisher: University of Cincinnati, Unpublished Dissertation

City, State: Cincinnati, Ohio

Date: 1976 Pages Reviewed: 154

Focusing on greater Cincinnati Ohio the researcher has conducted a study of employer practices for recognizing employee achievement in continuing education experiences, the descriptive survey using a questionnaire offered the following conclusions:

1. personnel offices are generally unaware of continuing education units and their use.
2. continuing education and training activities are most generally the responsibility of organizational personnel managers.
3. records are poorly kept, if existent at all.
4. a majority of sample business organizations report that less than 25% of their employees participate in non-credit educational activities.
5. released time for job-related training is minimal.
6. 80% of surveyed businesses offered tuition assistance for degree credit experiences.
7. employees prefer degree over non-degree directed courses.
8. 70% of surveyed offered tangible reward for participation in continuing education. But most is tuition assistance in degree programs.
9. employers could not identify future implications or value of employee participation in non-degree programs.

Author: Eilbert, Henry, Ph.D.

Title: AN ANALYSIS OF THE CHANGES IN EMPLOYEE COUNSELING SINCE 1900

Publisher: New York University, Unpublished Dissertation

Date: 1956 Pages Reviewed: 322

The author has sought to identify 20th century changes in management initiated employee counseling, why the changes have occurred and, their impact upon general management procedures. Historical review indicates an employee service movement began at the turn of the century with titles as "Industrial Betterment," "Social Engineering," and "Industrial Welfare Work." Morality was the stimulus for change in the reformist era with production value of positive employee regard being recognized shortly thereafter. Initial counseling efforts came with the acceptance and utilization of medical personnel as part of industry. These physicians and nurses provided the original counseling services as part of their efforts to maintain the physical well-being of the industrial employee. In addition to industrial medicine, employment management, industrial mental hygiene, and self-conscious personnel counseling have been the base themes for employee counseling development and expansion. These innovative directions of service have the following as their originating sources:

1. religious-philanthropic interest in the underprivileged.
2. business interest in efficiency.
3. study of normal and abnormal behaviors.

The most dynamic effect of counseling changes upon industrial management has been the widespread acceptance of listening skills and human relations training for both line and staff functional positions.

Author: Grasso, John Thomas

Title: THE CONTRIBUTIONS OF VOCATIONAL EDUCATION, TRAINING, AND WORK EXPERIENCE TO THE EARLY CAREER ACHIEVEMENTS OF YOUNG MEN

Publisher: Ohio State University, Unpublished Dissertation

Date: 1975 Pages Reviewed: 131

This study sought to determine how high school youth from different programs compare with regard to the following:

1. knowledge of occupations.
2. attitudes toward the adequacy of their preparation for work.
3. participation in post school training and learning activities.
4. skill level.
5. wages.
6. unemployment experience.
7. job satisfaction, and long run career prospects.

Starting wages and incremental wage increases were also considered variables. Research findings offer the following statements:

1. vocational or commercial students do not possess greater occupational information than general track students.
2. vocational students, black or white, did not have significant occupational information advantages over general or college preparatory track students.
3. graduates of vocational programs do not regard themselves as better prepared for the world of work than graduates of the general tract.
4. continued training is sought by all program graduates, proportionately more for college preparatory and less for black graduates respectively.
5. first jobs do not indicate any significant difference of required skill levels between vocational and other program graduates.
6. curricular difference show no significance in starting wage rates.
7. commercial/college track graduates report higher job satisfaction levels than general or vocational graduates.

Overall his findings pointed out that high school program differences are insignificant in regards to transfer of occupational information, desire for and participation in additional training, and skill level

acquisitions. The only programmatic variations identified were those of kinds of post school training, with college prep graduates (but non-college entry) taking more professional and/or technical courses, commercial graduates taking managerial training, and vocational graduates participating in skilled manual programs.

Author: Hansen, Gary Barker

Title: BRITAINS INDUSTRIAL TRAINING ACT: A CASE STUDY IN THE DEVELOPMENT OF PUBLIC MANPOWER POLICY

Publisher: Cornell University, Unpublished Dissertation

City, State: Ithaca, New York

Date: 1971 Pages Reviewed: 812

The author offers a historical review of Britain's political approach to manpower utilization and development. The detail of this chronology is quite specific and identifies milestone events which amplify the need for planned rather than reactionary responses to manpower problems. Planning, or the lack of it, was particularly apparent during the economic imbalance of the mid 60's and the substantial rise of unemployment which accompanied the economic recovery measures initiated at that time. An absence of manpower policies precluded a more comfortable resolve of economic problems. A second conclusion reached in this research is the similarity between Britain and the U.S. In their approach to solving manpower problems: A proliferation of programs on a piecemeal approach without a "logically planned and coherent national manpower policy." A final conclusion offered is that the industrial training act offered a much more broad-based approach to a problem than the categorical attempts common to the U.S. Particularly important is the creation and use of Industrial Training Boards (ITB) to serve in an advisory function to employers. American policy has focused heavily on the unemployed with limited attention to the employer. These ITB's will assist the employer (large and small) in meeting his needs--a switch from merely developing employability with marginal employment opportunities development. The author offers other suggestions that should be considered in policy development of the U.S.--particularly in the area of training services for employers and the organizational approach by which this could be provided.

Author: Hepola, Eugene Carl

Title: PERFORMANCE APPRAISAL AS A TOOL FOR DETERMINING INDUSTRIAL TRAINING NEEDS--A CASE STUDY

Publisher: University of Cincinnati, Unpublished Dissertation

City, State: Cincinnati, Ohio

Date: 1972 Pages Reviewed: 164

The research of this work is directed toward determination of the efficacy of using performance appraisal as a means of determining training needs and devising training plans. The isolated performance appraisal instrument has no value in itself. However, when staff and line personnel are involved in instrument development, job specifications and standards are available, and management is committed to its function and use, performance appraisal serves as valuable tool in identifying training needs and plans. It was also pointed out that there are no direct cause and effect relationships between training needs identified and ultimate training plans.

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